



University of South Carolina Aiken  
471 University Parkway  
Aiken, South Carolina 29801  
803-641-3313  
<http://rpsec.usca.edu/CE-MIST/>

## Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk (TILT)

Title of Unit: **Reconstructing Readers: A Study of Reconstruction Through Literacy Integration**  
Grade Level: **5<sup>th</sup> Grade** Duration: **14 Instructional Days**

Developed by: **Beth Eberhard and Amanda Brewer**

Alignment with Common Core and/or South Carolina Academic Standards for two or more content areas:

<p><b>Science</b> <b>5-2.4</b> Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.</p>	<p><b>Social Studies</b> <b>5-1.1</b> Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans. <b>5-1.2</b> Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a plantation system to sharecropping. <b>5-1.3</b> Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of federal troops from the South. <b>5-1.4</b> Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States.</p>	<p><b>ELA</b> <b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described. <b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which</p>	<p><b>Mathematics</b> <b>5.NF.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <b>5.G.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <b>5.MD.1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
--	--	---	--

## CE-MIST Unit Plan for Reconstructing Readers, Page 2 of 6

		<p>reasons and evidence support which point(s).</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
--	--	---	--

Connections to one or more Exploratories:

<p><b>Art</b></p> <p>Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.</p> <p>Indicators</p> <p>VA5-3.1 Identify and describe the content in a work of visual art.</p> <p>VA5-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.</p> <p>VA5-3.3 Discuss the ways that</p>	<p><b>Music</b></p> <p>MG5-2.4 Improvise short songs and Instrumental pieces using a variety of sound sources and technology.</p> <p>MG5-2.6 Demonstrate creativity by composing and arranging music to accompany readings and dramatizations.</p> <p>MG5-2.7 Compose and arrange short songs and instrumental pieces using the expressive elements of music.</p>	<p><b>Technology</b></p> <p>Students will conduct online research, compose/revise essays digitally, create music videos, and use iPad apps to create short dramas.</p>	<p><b>PE</b></p> <p>5-5.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities.</p> <p>5-1.6 Apply movement concepts to sequenced gymnastics actions with smooth transitions both alone and with others (for example, perform a routine that includes balance-roll-balance with a change in direction).</p>
--	---	--	--

## CE-MIST Unit Plan for Reconstructing Readers, Page 3 of 6

<p>choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.</p> <p>VA5-3.4</p> <p>Write a statement that lists the ways that specific elements of art convey the intended meaning in his or her works of visual art.</p>			<p>5-1.7 Perform age-appropriate dances with given steps and sequences in rhythm to music.</p>
---	--	--	--

<p><b>Summary of activities showing connections between content areas</b></p>	<p>After receiving introductory content in Social Studies, students will participate in historical inquiry activities to further understand the era of Reconstruction. Students will listen and respond to a read-aloud novel, <i>The Carpetbagger</i>, during their Social Studies classes. In ELA/Reading class, students will take part in a shared reading of a Reconstruction novel, <i>I Thought My Soul Would Rise Up and Fly</i>, with modeled and scaffolded journal responses. After reading this novel together, students will choose their own novel and will write responses in their journals. This may be done individually or as part of a literature circle. Students will also analyze and compare the points of view of two fictional characters from the resource book, <i>You Are There, Young Participants in U.S. History</i>. Students will do a mini-DBQ (Document Based Question) called <i>Who Killed Reconstruction?</i>, analyzing primary source documents and citing evidence from them to support their opinion. During Math class, students will participate in a sharecropping simulation using real-world math to demonstrate the cycle of debt and poverty under the sharecropping system. In Science, students will explore the importance of cotton to the Southern economy, creating food chains and webs that start with the cotton plant. In Art, Music, and P.E. classes, activities including creating music videos, interpretive dances, and creation of political cartoons will supplement and enrich the study of Reconstruction.</p>
---	---

## CE-MIST Unit Plan for Reconstructing Readers, Page 4 of 6

<p><b>Text Set</b>  <b>(This might include children's literature, films, maps, brochures, magazines, websites, and other resources)</b></p>	<p><b>Social Studies/ELA:</b>  The DBQ Project Mini-Q's in American History Volume 1, Unit 8 (* this is only 1 Unit out of many that could be used for other TILTs)</p> <p><b>Reading Resources:</b>  Novels:  <i>I Thought My Soul Would Rise and Fly</i> (Dear America series) (30)  <i>Sound the Jubilee</i> (4)  <i>My Home is Over Jordan</i> (4)  <i>40 Acres and Maybe a Mule</i> (4)  <i>Crow</i> (4)  <i>Virgie Goes to School With Us Boys</i> (2)  <i>Pink and Say</i> (2)  <i>The Journal of Joshua Loper</i> (My Name Is America series) (4)  <i>My America After the Rain</i> (4)  <i>Turn Homeward, Hannalee</i> (4)  <i>The Ever Hopeful, Hannalee</i> (4)  <i>Shades of Gray</i> (4)  <i>Numbering All the Bones</i> (4)  <i>The Heart Calls Home</i> (4)  <i>The Reconstruction Era</i> (2)  <i>Freedom Road</i> (1)  <i>Abraham Lincoln Comes Home</i> (2)</p> <p>Scholastic lesson plan for class novel, <i>I Thought My Soul Would Rise and Fly</i>.  <a href="http://www.scholastic.com/teachers/lesson-plan/i-thought-my-soul-would-rise-and-fly-discussion-guide">http://www.scholastic.com/teachers/lesson-plan/i-thought-my-soul-would-rise-and-fly-discussion-guide</a></p> <p>Dasher, Richard T. <i>You Are There: Young Participants in U.S. History</i>. Portland, ME: J. Weston Walch, 1991. Print.</p> <p>Reading Lesson Plan: Do you See What I See? Viewpoints on Reconstruction  <a href="http://www.sscede.org/lessons/files/H3_45_LES_DoYouSeeWhatISee.pdf">http://www.sscede.org/lessons/files/H3_45_LES_DoYouSeeWhatISee.pdf</a></p> <p><b>Social Studies:</b>  <i>The Carpetbagger</i> (and teacher's guide)  <i>Reconstruction</i> unit from Home Court Publishers (pdf copy)</p> <p>Streamlines:  Reconstruction: The President's Plan, Congress and the Reconstruction</p>
---	---

## CE-MIST Unit Plan for Reconstructing Readers, Page 5 of 6

	<p>Plan , Helping the South, Reconstruction and the Military Rule, The End of Reconstruction</p> <p><a href="http://app.discoveryeducation.com/search?Ntt=congress+plan">http://app.discoveryeducation.com/search?Ntt=congress+plan</a></p> <p>Glogs (short for “graphical blogs,” interactive digital posters):</p> <p><a href="http://mrspietricola.edu.glogster.com/lincolnsplan/">http://mrspietricola.edu.glogster.com/lincolnsplan/</a></p> <p>Historical background and primary source resources:</p> <p><a href="http://www.teachingushistory.org/lessons/pdfs_and_docs/documents/LessonPlanWhatPriceFreedomCivilWarReconstruction.html#asses">http://www.teachingushistory.org/lessons/pdfs_and_docs/documents/LessonPlanWhatPriceFreedomCivilWarReconstruction.html#asses</a></p> <p><b>Science:</b></p> <p>Background and supplemental information on growing cotton:</p> <p><a href="http://www.cottoncampus.org/CC-Science/Science-of-Cotton/">http://www.cottoncampus.org/CC-Science/Science-of-Cotton/</a></p> <p><a href="http://www.scholastic.com/browse/article.jsp?id=3756454">http://www.scholastic.com/browse/article.jsp?id=3756454</a></p> <p><b>Art:</b></p> <p>Collection of political cartoons from the Reconstruction era</p> <p><a href="http://unit3reconstruction.wikispaces.com/Political+Cartoons">http://unit3reconstruction.wikispaces.com/Political+Cartoons</a></p>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What were the aims of various populations of the US after the Civil War? (freedmen, Southern elite, Radical Republicans, carpetbaggers and scalawags, and subversive groups such as the KKK)</li> <li>2. How did Reconstruction affect these various populations?</li> <li>3. What were the effects of Reconstruction in terms of constitutional amendments, the Freedmen’s Bureau, and the shift to the sharecropping system?</li> </ol>
<b>Pre-Writing and Writing Activities</b>	<ol style="list-style-type: none"> <li>1. Journal responses (modeled, scaffolded, and independent)</li> <li>2. Opinion piece</li> <li>3. Reflections and Quick Writes</li> <li>4. Song lyrics</li> <li>5. Point of view and comparison essay</li> <li>6. Scripts for dramas</li> <li>7. Scaffolded note-taking and graphic organizers</li> </ol>
<b>Instructional Strategies</b>	<ol style="list-style-type: none"> <li>1. share-cropping simulation</li> <li>2. interpretive dance</li> <li>3. dramatizations</li> <li>4. scaffolded document analysis</li> <li>5. historical inquiry stations</li> </ol>

## CE-MIST Unit Plan for Reconstructing Readers, Page 6 of 6

	<ul style="list-style-type: none"><li>6. creating songs and music videos</li><li>7. Creation of symbolic representations of Reconstruction in the form of political cartoons.</li><li>8. Viewing short streamline videos of key historical concepts and events</li><li>9. modeling and scaffolding of written responses</li><li>10. Read-alouds and Share-Reads.</li></ul>
<b>Accommodations, Modalities of Learning, Differentiating Instruction</b>	Multisensory activities address visual, auditory, and kinesthetic modalities. Students with artistic, performance and musical capabilities will have opportunities to excel, while other students will be challenged to explore areas they may not have had experience in. Students will work collaboratively on several projects. Open-ended assignments provide flexibility. A variety of leveled books are provided.
<b>Assessment</b>	<p><b>Social Studies:</b> summative lesson quizzes, responses, Opinion piece "Who Killed Reconstruction?"</p> <p><b>Math:</b> informal formative assessments (day-to-day), summative assessment of projects (see artifact-for-standard-seven-sharecropping-project-unit-plan.pdf)</p> <p><b>ELA:</b> informal assessment of journal writing and group work, formative assessment of document analysis sheets, Opinion Based Formal Writing, summative assessment of reading skills</p>

### Attached:

1. Implementation Guide